



Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and title:	MEd Academic Practice
Name of interim award(s):	Certificate in Learning and Teaching; Post Graduate Certificate Academic Practice; Post Graduate Diploma Academic Practice
Duration of study / period of registration:	3 years
Queen Mary programme code(s):	PMNP-DLESDV1 PSACP
QAA Benchmark Group:	Education Studies
FHEQ Level of Award:	Level 7
Programme accredited by:	CILT/PGCAP: AdvanceHE
Date Programme Specification approved:	17 Jul 2024
Responsible School / Institute:	Queen Mary Academy

Schools / Institutes which will also be involved in teaching part of the programme:

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Collaborative institution(s) / organisation(s) involved in delivering the programme:

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Programme outline

The MEd Academic Practice at Queen Mary offers professional development at FHEQ Level 7 for colleagues employed in teaching and in the support of student learning at the University. Focusing on Queen Mary's distinctive education approach, Active Curriculum for Excellence, the programme takes a work-based scholarly approach to teaching and learning in higher education. Its aim is to facilitate high quality teaching of subjects and support of learning through evidence-based, richly informed, inclusive, active pedagogies and understanding of student engagement. The MEd Academic Practice supports Queen Mary in its alignment with OfS Condition B2 in its provision of high-quality academic experience, engagement and success for students, and for all staff wherever they are based.

Through sector leading academic practice development, the MEd Academic Practice enables the delivery of an outstanding, inclusive, world-class education and student experience and distinctive, world-leading, curiosity-driven, and applied research. Participants build their understanding of perspectives, theories, concepts, and active learning practices, within the complex field of education, which they apply to their own contexts (which will range from degree apprenticeships, undergraduate, and postgraduate degrees, in all disciplines). Structured support and discussion enable participants to engage in critical reflection and articulate their pedagogical influences in connection with principles and best practices. They will discover ways for developing and evaluating aspects of their academic practice within the context of Queen Mary and UK HE, including

contemporary and current developments in AI and digital education. They explore models and theories for facilitating change through curriculum design, student engagement and assessment and feedback, and through the practices of mentoring, coaching and supervision. They inquire into, advance, and innovate pedagogical applications through small-scale research. Completing the PGCAP provides recognition as AdvanceHE Fellow, and the PGDip supports articulation of mentoring, supervision and leadership required in AdvanceHE Senior Fellow applications. The MEd maps to principles of equity, community, partnership and transformation at Level 7 that are described by the Carnegie Project on Education Doctorate (CPED) in view of their alignment with Queen Mary's 2030 Strategy and in fostering a community of educators engaged in small-scale inquiry into the impact of their educational practices.

Whilst the QAA Education Studies subject benchmark is not entirely befitting of such a programme, where it aligns is described, for example, in 2.4 'Graduates are able to participate in and contest changing discourses, exemplified by reference to debate about values, personal and social engagement, and how these relate to communities and societies. Students have opportunities to develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters'.

Aims of the programme

- a) Support QMUL strategic priorities for its education provision in line with Strategy 2030
- b) Equip colleagues employed in teaching and in the support of student learning at Queen Mary University of London with the knowledge, skills and attributes to be confident and effective practitioners in their role.
- c) Enable participants to deepen their knowledge and understanding of relevant issues, theory and debates relating to pedagogy and quality assurance in higher education, and Queen Mary's education approach Active Curriculum for Excellence (ACE) in particular.
- d) Develop a greater understanding of adult learners, their individual differences, and factors influencing their learning and engagement in higher education.
- e) Develop participants' ability to critically interrogate regulation, policy, theory and research publications in the field of higher education;
- f) Develop innovative practitioners who embrace change and are committed to personal excellence in learning and teaching, marked by their application of theory, research, use of technology, and reflective practice.

What will you be expected to achieve?

The MEd Academic Practice:

Facilitates the development of practitioners who engage with national and international debates about learning and teaching and adopt and enhance processes and practices within their disciplinary contexts;

Supports delivery of sector-leading, scholarship-informed teaching and learning, the impact of which can be evidenced through continual improvement (e.g. NSS/UKES/PTES), Queen Mary strategic KPIs and, through their projects, participants can produce impact case studies relevant to TEF; and,

Provides content support and critical reflection that is required for applications through Queen Mary Teaching Recognition processes to be considered for Advance HE Senior Fellowship, enabling the further development of educational leadership and recognition of teaching at this level at Queen Mary.

Academic Content:

A1	Critically analyse and apply principles, methods and practices of pedagogy in the provision of outstanding, inclusive student experience through Active Curriculum for Excellence.
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A2	Evaluate mechanisms for assessing, enhancing, measuring and monitoring the quality of academic practice.
A3	Analyse the wider context of UK higher education, including regulatory and professional bodies, policy, processes and strategic agendas.
A4	Investigate, articulate and critically reflect upon principles, methodologies and approaches to conducting research and scholarship in the practice of teaching and/or supporting learning.

Disciplinary Skills - able to:	
B1	Design effective engaging and inclusive activities, assessment, sessions, modules or programmes of study through selective use of approaches, methods, modes and technologies for active learning.
B2	Design and deliver effective teaching, learning and assessment within Active Curriculum for Excellence that align with learner level, measurable learning outcomes, disciplinary requirements, and the subject.
B3	Use a range of data to demonstrate application of principles and methods for evaluating teaching, learning, and outcomes to measure, support and promote learning success.
B4	Synthesise evidence from educational research and scholarship, peer dialogue and observation, evaluation, and self-reflection to demonstrate self-direction in study and original application of theory to continual development of practice.

Attributes:	
C1	Promote inclusivity, social justice and sustainability through embedding Queen Mary values and graduate attributes in professional practice and a critical appreciation of the significance of PSF 2023.
C2	Facilitate classroom environments, assessment practices, student learning and change processes to maximise learners' equality of opportunity based on pedagogic knowledge and theory.
C3	Engage critically and collaboratively with educational practice, discussions with colleagues, educational research and scholarship, and observations, including across different disciplines.
C4	Effectively communicate complex information in written and oral forms using appropriate academic conventions

How will you learn?

The programme is delivered in blended mode, offering maximum flexibility whilst at the same time supporting the development of community and building of networks. Commencing with an in-person introduction to build relationships with each other and the course, you will learn through individual asynchronous activities via QM+ and including assigned readings, recorded presentations, forum/blog posts and independent research and exploration of practice. Peer learning also plays a central role in the programme, and in synchronous sessions the focus is on active learning, collaborative working and learning from each other's experiences. Synchronous sessions are offered in both online and in-person options where possible.

How will you be assessed?

Assessment across the programme is designed to be practical, useful and authentic. You will be engaged in activities that are meaningful in your role and enhance your knowledge and understanding applied in your context. Assessment is pass/fail, this being appropriate in a professional development programme to foster active engagement, attention to feedback, and dialogue

on the standards, principles and practices of teaching and learning in higher education.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The MEd Academic Practice articulates to the FHEQ Level 7, QAA Masters Characteristics Statements, and, aligns with the Queen Mary Academic Credit Framework and standard Masters progression and award rules (Sect. 5, Queen Mary Academic Regulations).

The programme is structured around the QM values as follows:

- Inclusive: social justice; inclusivity; intercultural learning and teaching.
- Proud: supporting ongoing professional development; critically reflective educators.
- Ambitious: critical thinking; professionalism and integrated academic practice; modelling best practice; digital education; - informed and innovative pedagogies.
- Collegial: co-creation; sense of community; collaboration.
- Ethical: education for sustainable development; ethics - research and academic.

The MEd Academic Practice supports delivery of sector-leading, scholarship-informed teaching and learning aligned to Queen Mary's Active Curriculum for Excellence and aims to support educators in delivering our Strategy 2030. It fosters the development of world class educators and programmes that enable an inclusive educational environment where students and staff flourish and thrive. It is structured over 3 years through four 'year-long' 30 credit modules and a 60-credit research project.

The PGCAP modules enable participants to focus on the nature and practices of learning and teaching in Higher Education, and designing curriculum that embeds Queen Mary Principles of Taught Programme Design. PGCAP offers participants international recognition of education practice at Fellowship from Advance HE.

Year 2 provides opportunity for participants to focus on aspects of their role beyond the classroom, to mentoring, coaching and supervision to influence educational practice and improve students' learning and experience. Based in theory and models of change, it enables participant to critically articulate their own framework and skills as an agent of change required in Advance HE Senior Fellow applications. Then, through vibrant showcasing of examples of higher education research within and beyond Queen Mary University, participants will explore methodologies and methods for engaging in their own research in higher education as they create a research proposal.

Participants carry out their research into enhancing teaching and learning in year 3 through supervised and peer support, the impact of could be evidenced through Queen Mary strategic KPIs, TEF impact case studies, and disseminated at Queen Mary Festival of Education.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
QMA7001 Learning and Teaching in HE		30	7	Core	1	Semesters 1 & 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
QMA7002 Enhancing Curriculum Design		30	7	Core	1	Semesters 1 & 2
QMA7003 Facilitating Change in Higher Education		30	7	Core	2	Semesters 1 & 2
QMA7004 Methods and Methodology for Conducting Education Research		30	7	Core	2	Semesters 1 & 2
QMA7005 Education Research Project		60	7	Core	3	Semesters 1 & 2

What are the entry requirements?

Participants for the MEd Academic Practice must be:

- Employed in teaching or support of student learning at Queen Mary at minimum FHEQ level 4 (or equivalent),
- Engaged in teaching and/or supporting student learning, including planning teaching/student support, of at least ten hours over the first two semesters from enrollment onto the programme.

Colleagues who have previously completed PGCAP at Queen Mary or an equivalent award at another UK University within the 5-year credit expiry timeframe can apply to be considered for APEL onto the Postgraduate Diploma.

Colleagues holding D2 Fellowship with AdvanceHE from Queen Mary or an alternative University or with evidence of maintaining competence such as pedagogical research within the 5-year credit expiry timeframe can apply to be considered for APEL onto the Postgraduate Diploma.

English language entry requirements (for international students): Students on the MEd Academic Practice are employed by Queen Mary University, therefore English language entry is as stated and required in their terms of Contract of Employment.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The quality of MEd Academic Practice is monitored via Queen Mary's Directorate of Legal and Governance Services through Queen Mary's Programme Review process. The programme's External Examiner provides assurance of quality and standards of our assessment processes. Feedback from our participants is sought regularly through central module evaluations, informal mid-module evaluation within the team and via our Programme Forum (SSLC equivalent). Evaluation data from all of the above sources are also reviewed and monitored by the Queen Mary Academy Education Committee, Chaired by the QMA Director, with membership comprising Faculty Deans for Education, representatives from Schools / Institutes and the programme team.

Feedback from participants received via mid-module evaluation is acted on as soon as possible, where appropriate so that positive changes can impact those participants directly. Module evaluation feedback and Programme Forum feedback is acted upon after modules end. Where changes are needed these are communicated to the next cohort of students.

Any changes to programmes or modules are also communicated to participants and we will seek feedback on any significant proposed changes.

What academic support is available?

The programme sits in Queen Mary Academy and benefits from being part of a community of education experts who provide support to participants on all aspects of their studies and development. The Queen Mary Academy staff delivering the MEd Academic Practice hold key areas of expertise in curriculum design, education delivery, individualised learning, assessment and feedback, reflective practice, scholarship of learning and teaching, professionalism, co-creation, education leadership and socially-just compassionate pedagogical approaches. All are engaged in scholarship and qualified to Masters or Doctorate levels.

A detailed induction will be organised at the start of each stage of the programme, and will be opportunity to clarify study requirements, timetables, deadlines, support available and to establish links between participants and module convenors and tutors. Participants will be supported within Academic Tutor groups and will be allocated individual supervisors at dissertation stage.

Participants will also be signposted to additional resources and university support available to them.

Programme-specific rules and facts

APEL of 30 credits is offered for colleagues already holding AFHEA for entry onto the PGCAP or who have completed up to 30 credits of an equivalent course at another institution.

Colleagues not required to take the PGCAP as part of their contract of employment and who have FHEA or who have completed the PGCAP within the previous 5 years at Queen Mary University of London or at a previous institution can be considered for APEL onto the PGDip (and therefore benefit from 60 credits of APEL).

The MEd Academic Practice is a pass/fail programme, this being appropriate in a professional development programme to foster active engagement, attention to feedback, and dialogue on the standards, principles and practices of teaching and learning in higher education.

How inclusive is the programme for all students, including those with disabilities?

The MEd Academic Practice enables Queen Mary University of London's Strategy 2030 Excellence in Education to 'equip' its teachers "to meet the needs of diverse learners, and [...] support students to achieve their full potential and be leaders in their chosen fields". It models, discusses and facilitates participants to build inclusive teaching and learning into their practices.

- Learning outcomes for the programme and each module are clear and assessment and the aims for each session are constructively aligned and articulated to the module LOs.
- Reading lists are reviewed annually, with consideration given to texts that are available electronically as well as in hard copy and for diverse focus and representation
- All modular reading lists are included on the Reading Lists Online resource available from Library Services
- All modules and their sessions are supported through material and resources made available via QMPlus and Q-Review, typically as part of the module as soon as students enrol and as a minimum 24hours in advance.
- All material is accessibility checked through Microsoft365 and meets recognised accessibility standards.
- Recordings (PPT, video, audio) include captions and transcripts – and enrolled students have open access to the resources to use and re-use.

Links with employers, placement opportunities and transferable skills

The MEd Academic Practice enhances the provision of high-quality inclusive education at Queen Mary through provision of continuing support and development for colleagues involved in teaching and learning, and the support of students. It provides staff on the Queen Mary Teaching and Scholarship a career pathway. Whilst some of these colleagues may already hold an MA qualification or PhD in their own disciplines, the award of MEd uniquely facilitates their dual professionalism as researchers and educators, providing important career development in this regard.

Programme Specification Approval

Programme Title: MEd Academic Practice

Person completing Programme Specification:

Dr Jo Trelfa

Person responsible for management of programme:

Dr Steph Fuller and Dr Jo Trelfa

**Date Programme Specification produced / amended by
School / Institute Education Committee:**

**Date Programme Specification approved by Taught
Programmes Board:**

17 Jul 2024